LEARNING ACTIVITIES AND TECHNOLOGY IN THE ONLINE CLASSROOM

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UPON COMPLETION OF THIS WORKSHOP, PARTICIPANTS WILL BE ABLE TO:

- IDENTIFY BEST PRACTICES FOR EFFECTIVE CLASSROOM ACTIVITIES.
- IDENTIFY ACTIVITIES THAT DO NOT ALIGN WITH COURSE OBJECTIVES.
- DISCUSS TECHNOLOGY COMMONLY USED IN ONLINE COURSES.
5.1 Learning Activities Promote the Achievement of the Stated Learning Objectives.

Course Objective: Students will present information using various types of speeches.

Module Objective: Deliver a persuasive speech

Which of these activities do NOT align with the module objective?

- Research how to effectively write an informative speech
- Select a persuasive speech topic
- Watch a demonstrational video on how to start a blog
- Create a persuasive speech outline
- Record yourself delivering your speech using WebEx
5.1 Learning activities promote the achievement of the stated learning objectives.

Module 4 Instructions

Course/Module Objectives in Module 4

Students will:

1. Locate, analyze and communicate about information sources that present multiple perspectives on educational issues.
   1. Complete information search, evaluation, and APA format training.
   2. Read and critically analyze a book that addresses a current Education issue.
   3. Create an annotated bibliography from a variety of information sources on an Education issue.

2. Discuss various perspectives on educational issues
   1. Evaluate strategies for being informed about education issues.
   2. Compare uses of anecdotal and academic information sources for being informed about education issues.
   3. Share and respond to Education issue research summaries, with support from reliable information sources.
   5. Rank top issues currently facing education, and justify this ranking.

3. Reflectively self-evaluate skills necessary for effectively addressing complex Education issues.
   1. Complete effective listening training and compose personal reflection.
   2. Complete communication skills training and compose personal reflection.
   3. Complete navigating relational conflict training and compose personal reflection.

4. Collaboratively apply critical thinking skills to dealing with education issues
   1. Complete Education issue case study collaborative project.
   2. Compose a reflection on the collaborative critically thinking process.

Module 4 Activities

1. Review Module Content
2. Continue Reading Selected Education Issue Book (Objective 1.2)
3. Complete 2 follow-up comments to education issue discussion threads (Objective 2.3; due 6/28)
4. Complete the AL - Navigating Relational Conflict Training and Reflection (Objective 3.3; due 6/28)
5.2 LEARNING ACTIVITIES PROVIDE OPPORTUNITIES FOR INTERACTION THAT SUPPORT ACTIVE LEARNING

- Learner-centered
- Mutually beneficial
- Formative
- Teacher-directed
- Context-specific
- Ongoing
- Interactive
- Self-reflective for students
- Collaborative/discussions
- Project based
- Varied
- Clear/easy to understand instructions
- Student input
- Active learning
5.2 Learning activities provide opportunities for interaction that support active learning.
EDUC 5113 - Techniques of Research

Taking time to read these and give appropriate feedback is not always feasible. So, it is possible that one or more assignments will be returned back a week or more before you have been submitted. Please note, if your assignment is submitted late, I may not return it on time.

Expectations of Communication Response Times

You can expect to receive a response from me within 48 hours (usually much sooner) to questions you send by email or post in the Course Q&A discussion.

I also expect a response from you within 48 hours to any question I send to you by email. It is your responsibility to check your ECU email regularly. Please add your ECU email to your phone to get my emails when they are sent!
5.4 REQUIREMENTS FOR LEARNER INTERACTION ARE CLEARLY STATED

For your initial post provide an answer below no later than 11:59pm on Sunday.

After writing your initial post, respond to your classmates’ posts, using the forum by 11:59pm on Sunday at the end of the week.

Each student is expected to take part in class discussions. Outside reading and/or activities may be assigned and discussed or used in the course. Each student will provide a minimum 250 word discussion response to the proposed discussion/reflection valued at 40 points. You then must respond to two (2) other students with a minimum of a 150 word response valued at 5 points each; a failure to make an appropriate response will result in a deduction or zero points. Each discussion will require the student to specifically cite information from the text to justify his/her response. DO NOT cite the entire text. Only cite specific information that specifically relates to the reflection/discussion presented. Failure to cite within the response text will result in half point (1/2) deduction. The student will use critical thinking to analyze the material and discuss how this new information will be utilized in his/her occupational filed in the future. Rubric will be provided for each post beginning with Introduction and Course Overview.
COME UP WITH A LIST OF AT LEAST 2 CLASSROOM ACTIVITIES THAT SUPPORT BEST PRACTICES.

http://unisci24.com/245549-group.html
COURSE TECHNOLOGY: WHAT ARE “TECHNOLOGY TOOLS”?

- DISCUSSION BOARD
- WIKIS
- JOURNALS
- BLOGS
- WEBEX OR ZOOM
- SCREENCAST-O-MATIC
- POLL EVERYWHERE
- EDPUZZLE
- GOOGLE DOCS
- SOCIAL MEDIA
6.1 The tools used in the course support the learning objectives.
6.2 COURSE TOOLS PROMOTE LEARNER ENGAGEMENT AND ACTIVE LEARNING.

In this project, you will work with your assigned group member(s) to plan and create the project deliverable. You MUST use the provided GROUP DISCUSSION BOARD in Blackboard for your group interaction (this shows me who contributed, when, and how much) accessed by the Collaborative Critical Thinking Project Groups link below or in the course menu. This will serve as a record of your interaction with your team members.
6.3 A VARIETY OF TECHNOLOGY IS USED IN THE COURSE.

- EXAMPLES:
  - INSTRUCTOR CREATED VIDEOS
  - SYNCHRONOUS WEB CONFERENCING TOOLS USED FOR ORIENTATION, GROUP PROJECTS, TUTORING, ETC.
  - WIKI USED FOR GROUP COLLABORATION
  - BLOGS OR JOURNALS
  - SIMULATION TOOLS
6.3 A VARIETY OF TECHNOLOGY IS USED IN THE COURSE.

"Waiting for Superman" Trailer

This Learning Module item should open in a new window. If not, then click the link below

Click to Launch

If you have not seen this debatable movie, "Waiting for Superman", please watch the hyperlink below to learn more about the debate. Also, consider how the decisions made in the debate can impact education and this debate.

https://www.youtube.com/watch?v=ZKTfaro96dg

For a transcription of this video, please visit this link: https://docs.KyssOfRVRFeaVhja4M0hu7KthQryznDZf.5Fg/edit?usp=sharing

Groups

- Case Study 1
  (Not Enrolled)

- Case Study 10
  (Not Enrolled)

- Case Study 2
  (Not Enrolled)

- Case Study 3
  (Not Enrolled)

- Case Study 4
  (Not Enrolled)

- Case Study 5
  (Not Enrolled)
6.4 Course provides learners with information on protecting their data and privacy.

- **Good News:** CETL provides privacy policies for you!
- **http://ecok.libguides.com/faculty/privacy_policy**
- **Provide policies or link to policies in your syllabus.**
Are you signed up for our next workshop?

Accessibility, Usability, and Learner Support in the Online Classroom

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dok.libguides.com/faculty

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